El Paso Independent School District

Young Women's STEAM Research & Preparatory Academy

2020-2021 Campus Improvement Plan

Mission Statement

To sustain a culture of the Young Women's STEAM Preparatory Academy that encompasses:

Self-Directed Learning

Trust, Respect, and Responsibility

Engagement in Community

Awareness and Preparation

Meaningful Connections

Vision

Building STEAM students empowered to **DREAM, DESIGN,** and **DELIVER** valuable solutions for a better world.

"We believe in…

- **Trust**
- **Respect**
- **Responsibility**
- **Service to Others**
- **Community**
- **Risk-taking**
- **Self-confidence**
- **Leadership**

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Demographics

Demographics Summary

Young Women's Steam Research & Preparatory Academy is the first single gender New Tech Network Academy in the nation and in the El Paso Independent School District. YWA currently serves students in grades 6-9 and will eventually serve students 6-12th grades. YWA adds a new cohort of 6th grade students each year. Student enrollment is based on interest in attending an all-girl school environment, an interest in STEAM concepts and participation (Science Technology Engineering Arts and Mathematics); and an interest in participating in Service-Learning experiences. This is the school's 3rd year of implementation.

<ins>Young Women's Academy demographics for 2019-2020 school year:</ins>

- 6th graders =117
- 7th graders =117
- 8th graders =97
- 9th graders =35

<ins>Demographics include:</ins>

- 65% Economically Disadvantaged
- 37% At-Risk
- 26% Gifted & Talented
- 12% Military Connected
- 12% Limited English Proficient
- 5% Special Education

Staffing:

Teachers- 18 Administrators-3 Professional Staff-7

The campus currently shares its facilities with Armendariz Middle School. The two campuses share the same Principal, custodians, cafeteria, and some office personnel. The goal of the two campuses is to co-exist within one school facility, sharing staff, and providing shared experiences.

TEA Rating:

YWA is currently rated as a B with 87%, the campus improved 5% points from last year. Student Achievement: B (85%)

School Progress: A (90%) Closing the Gaps: C (77%)

TEA Distinctions:

YWA was recognized with 5 distinctions to include: Academic Achievement in Math, Science, and ELA, Post-Secondary Success, and Top 25% Comparative for Closing the Gaps.

Demographics Strengths

Demographics Strengths

Students come from nearly 75 different schools: city and county wide. The diversity and students which include backgrounds, cultures, and learning abilities. The wide variety of students brings a richness of experiences and voices that help make our students aware of their own backgrounds, cultures, and experiences.

Problem Statements Identifying Demographics Needs

Problem Statement 1: : Student retention is a priority to ensure YWA has the enrollment it needs to provide the various opportunities for students and parents. **Root Cause:** Communication and responsiveness with students, families and school staff must be timely, accurate, and consistent.

Problem Statement 2: Student retention is a priority to ensure YWA has the enrollment it needs to provide the various opportunities for students. **Root Cause:** : Extending amount of incoming 6th grade students, which will allow us to further our program and offerings to prospective students. Middle school and high school programs such as: Clubs, activities, athletics, dual credit, UIL, enhanced computer science program through the National Science Foundation and UTEP for our LEP, single-gender, low SES population, various on-ramps (Algebra II girls will receive college credit), STEM and Arts and Humanities endorsements.

Student Learning

Student Learning Summary

1. How did each student group score on the latest state assessment? Which groups did not meet satisfactory performance? Why? Which groups met satisfactory performance? Why? Is there a significant difference between the performances of different student groups? Why?

- The district's goal is to receive 90% approaches, 60% meets, and 30% masters on each assessment. Looking at each subject and grade level, we did not meet those standards for any of our groups.
- When looking at the different subjects, Math scored lower, in approaches, meets, and masters, for each grade level; in comparison to ELA. There is a significant score drop in 7th grade Math scores in comparison to all the other grade levels.
- When looking at the different student groups like LEP, and SPED, their scores are significantly lower in all three rating categories in comparison to the school's overall percentages.
- Our scores for mastery are also significantly lower in Math; than the expected 30%.

Math	ELA
6th	6th:
A: 75.45%	**A:** 79.25%
Me: 50.91%	**Me:** 46.23%
Ma: 24.55%	**Ma:** 17.92%
7th:	7th:
A: 36.67%	**A:** 76.15%
Me: 16.67%	**Me:** 55.05%
Ma: 5.56%	**Ma:** 33.94%
8th:	8th:
A: 52.63%	**A:** 79.79%
Me: 14.04%	**Me:** 58.51%
Ma: 1.75%	**Ma**: 31.91%

Math	ELA
8th/9th (Algebra): **A:** 82.86% **Me:** 34.29% **Ma:** 14.29%	9th: **A:** 91.18% **Me:** 85.29% **Ma:** 35.29%
9th (Geometry): **A:** 100% **Me:** 50% **Ma:** 5%	

6th Math (last 6 week exam)

6th ELA (Mock)

7th Math (last 3 week exam)

7th ELA (Mock)

8th Math (Mock)

8th ELA (Mock)

8th/9th Algebra I (Mock)

9th ELA

9th Geometry

2. Which student groups that meet the minimum size requirements have performance results that fall below the System Safeguards standard? How will the performance rate, participation rate and/or low graduation rate be addressed for each qualifying student group?

- Unable to answer due to no STAAR data Safeguards

3. What trends and patterns are identified when student performance scores on state assessments are compared over a period of 3-5 years? How do the same students perform as they progress from grade to grade? From subject to subject?

- N/A
- When looking at specific students, from grade to grade, they are showing progression.
- As you can see from the data above, students are progressing differently from subject to subject. I.e. from Math to ELA. Despite the difference in scores, the students are progressing.

4. How are individual student needs identified? How are student-specific services and interventions determined, implemented, monitored, adjusted and evaluated? What structures, including RtI, are in place to support each student?

- Individual student needs are identified through the student reporting category breakdown, among other options, from Eduphoria.
- Student specific services and interventions are determined by student's IEP and 504 accommodations. For students who do not have written accommodations, teachers provide adjustments as seen fit. Evaluations are conducted through walkthroughs and data talks during PLC.
- RTI is implemented through differentiation within the classroom and tutoring times; either before, during, or after school.

5. Are the SSI, ARD, LPAC, 504 and other committee decisions concerning state assessments and interventions appropriate and beneficial for students?

- Yes.

6. How is RtI being implemented? How are students identified and placed in RtI? Are the RtI processes and implementation effective? How is the RtI process affecting referrals to special education?

- RTI is being implemented through classroom differentiated instruction.
- Students are identified and placed in RTI through looking at data every 3, 6, and 9 week assessment. Through that data, facilitators put their students into tier 1, 2, and 3 groups; and scaffold accordingly.
- The RTI and implementation is effective when implemented into the classroom with fidelity (see math data chart for an example).
- The RTI process is affecting referrals to special education by using the documentation of the facilitator's tier 1, 2, and 3 intervention to help refer students who are in need of testing.

Student Academic Achievement Summary – Our Campus Story

YWA had high scores earned in the area of reading for 6th 7th and 8th grade

All grade levels experienced higher scores for the "Meets" and "Masters" Level.

See Comprehensive Needs Assessment data documentation Student Achievement Strengths

Student Learning Strengths

Reading

Our students have shown significant growth in Reading. Our campus has implemented the following Intervention systems to facilitate the progress and growth of our students during the 2019-2020 school year:

*RTI

*tutoring

*symposiums

*Saturday school

*Daily PlCs

*Co-teaching and support facilitation

Problem Statements Identifying Student Learning Needs

Problem Statement 1: If YWA facilitators are participating in professional development that are rigorous, aligning to curriculum, using differentiation strategies, and

implementing with fidelity, students will not only meet the district's minimum percentage requirements, but will increase LEP, SPED, and GT growth. **Root Cause:** Ensure teachers are supported in order to implement the proper pedagogy necessary for rigorous and aligned strategies that are relevant for core subjects, while closely/regularly monitoring through data, PLCs and walkthrough evaluations.

Problem Statement 2: 7th and 8th grade Math students did not meet at least 90% approaches, 60% meets, and 30% masters on campus/district assessments. 7th grade Math 2019/2020 Mock data. A: 36.67% Me: 16.67% Ma: 5.56% 8th grade Math 2019/2020 Mock data. A: 52.63% Me: 14.04% Ma: 1.75% **Root Cause:** Increase the percentage of student's mastering 80% of the content after tier I instruction by providing teachers with appropriately aligned curriculum, after school virtual reteach: * Focus on the skill that is tested. * Use data from all assessments and plan the re-teach accordingly. * Professional development for teachers. * Breaking down the standards. * Analyzing data in PLCs * Planning

School Processes & Programs

School Processes & Programs Summary

YWA is a New Tech and AP campus that provides instructions using problem - based learning and teaching methodologies. Each of the facilitators have been trained initially and receive continuous training to support the implementation of best practices following the New Tech Network student learning outcomes.

End of Year YWA student attendance rate was at 96.63%, with the goal set at 97%- systems are in place this year 2019-2020 to support a goal attainment of 98%.

YWA Retention of Teachers:

Beginning the 2019-2020 school year, all vacancies were filled with highly qualified teachers. However, due to low enrollment for High School, two of our newly hired teachers were displaced and classroom sizes increased for middle school.

Recruitment/Hiring Processes:

Candidates go through a 2-point process that includes an interview and classroom observation. The candidates are interviewed and are observed modeling a lesson with students. The candidates that exemplify growth mindset, adaptation, and flexibility are sought for to include expert content knowledge.

Administration meets with instructional leadership weekly to ensure lesson plans are submitted and perform classroom observations to include feedback and support. A PBL checklist is used to review lesson plans and observations. Common assessments are implemented every 3, 6, and 9 weeks. Data analysis of assessments and student work is reviewed, reflected upon, and acted on

Administration meets during PLCs and supports lead teachers to build capacity in their leadership.

Parent Engagement:

YWA showed a 35% increase in parent engagement during the 2019-20 school year. Carrie Kukkola provided parent classes, art classes and mulitple opportunities for parents to join their student in school related activities. The PEL also served as a continuous line of support to ensure communication was provided on a timely basis.

Professional Development:

Professional Development is planned based on the needs of teachers, the district requirements, and New Tech Network program requirements. Staff development include teachers to help with implementation to build capacity of our teachers. Best practices are modeled, and technology platforms are utilized to ensure administration is modeling what teachers are expected to turn around in their classrooms. Staff Development is timely and is based on the

needs of teachers. Teachers also have a voice in self-selecting staff development opportunities. YWA takes advantage of district PD dates, PLCs, and after school faculty and department meetings.

School Processes & Programs Strengths

Program Offerings for Students:

All students will graduate with two endorsements: STEM and Arts & Humanities. Programs and courses are aligned to meet the criteria for providing access to academic and extra-curricular opportunities. YWA offers pathways in Computer Science, Engineering, Robotics, Bio Medical, Fine Arts, Social Justice/Ethics, and Foreign Languages.

YWA offers a wide range of programs to meet the program needs of the school. YWA offers various STEAM and Service Learning Opportunities: UIL Academics, Robotics, (Art Club, Helping Hands, Student Mentor-ship, Orchestra, Destination Imagination, Sports (Volleyball, Basketball, Track, Wrestling, Soccer), Dance Club, Yearbook, Student Council, and National Honor Society.

Technology Plan:

YWA students are issued a Mac Book Air from the district. These devices are used every day in their learning and home environment.   Students use ECHO, a learning and management system to track their progress review courses agenda, submit work, review grades, and access teacher feedback. Facilitators are offered the Apple Academy Vanguard online course that helps facilitators to guide their learning, share work, and manage student devices.

YWA in partnership with UTEP was awarded a grant that will enhance our computer science program. YWA was also awarded the Microsoft TEAL Grant. Technology is a tool- our teachers us to push students to create products following the SAMR (spell out and create a statement with an emphasis on "R) model where students are encouraged to redefine products, moving from substitution of products to creation. Students are creating videos, music, movies, products, presentations, flyers, and implement other higher levels of technology use/integration daily. Funding is set aside to enhance the technological experience for students. Parents are also supported in the use and implementation of technology. YWA has been recognized for implementing Digital Citizenship curricula by Common Sense Education.

School Processes & Programs Strengths

YWA has established a strong culture among students, faculty and parents. YWA Facilitators meet regularly to discuss needs and plans to address concerns or areas of need. Administration allows teacher leaders to take the lead in developing and implementing action plans. YWA is a growing program with teachers teaching multiple subject areas and grade levels. Thus adding to the critical need to be supportive to check in with staff and provide the supports/systems necessary to ensure the campus is functioning in a healthy, productive, and efficient manner. The staff has a growth mindset is willing to take on tasks if it means providing students with better learning environments and experiences.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: YWA with parental involvement will foster a culture of agency in getting our students to submit work in a timely manner and encourage parental involvement to actively monitor their student's progress. **Root Cause:** YWA will promote a culture of agency and rigor by ensuring parents are well versed in our grading policies and students understand the importance of time management

Problem Statement 2: If YWA Facilitators and Administration continue to approach each of the program challenges with research-based, decision-making processes/thinking, then the needs of all students will be met. **Root Cause:** : Formative check ins with students, staff, and community will ensure program needs are met for all students to include interests and goals.

Perceptions

Perceptions Summary

Perceptions Summary

YWA has a strong culture and climate grounded in trust, respect, and responsibility. YWA administration and facilitators take time during the instructional day to ensure social emotional needs are met and addressed. YWA has implemented a daily advisory where staff conducts emotional check ins with students. This has been effective in supporting the strong culture. YWA has also implemented Second Step, which facilitators are using twice a week on Tuesdays and Thursdays to help provide additional SEL instructional activities, tools, and support.

YWA has an SEL Cohort group which Ms. Sanders and Mrs. Escandon facilitate and work with on a scheduled basis. These girls are chosen through a panorama survey. Ms. Sanders and Mrs. Escandon help the students in the cohort help them deal with anxiety, SEL, and goal setting. Many additional topics that are part of the group include discussing issues they are dealing with both academically and personally.

YWA also implements PBIS, which Ms. Jacquez and Mrs. Kapuscik lead for the campus. PBIS best practices are implemented to help guide our students through making reflections on behaviors, making positive choices, and honoring our Trust, Respect, and Responsibility pillars. PBIS is a positive way for facilitators to work with individual students to strength them as individuals. PBIS also holds treat days in which various aspects for each day may be highlighted such as attendance, honor roll, etc.

YWA also has a 6th grade camp that is held annually in which we hold to help empower our incoming 6th graders so that they can learn our YWA culture and have a successful first year at our campus. We also use this camp to help the girls learn our pillars of Trust, Respect, and Responsibility. We also have other grade level students that volunteer to help with these camps since they bring their strong sense of culture as they guide these 6th graders through their new transitions. Our counselor also speaks to girls about "No One Sits Alone". This has improved our students' awareness of other students around the and helps the practice compassion and understanding to the campus overall needs.

YWA believes that all students are capable of learning at high levels resulting in higher academic achievements. Student enrollment is based on interest in attending an all-girls school, participate in STEAM activities, and commit to participating in various service-learning activities. Parents and students are engaged in conversations prior to applying to ensure they understand the expectations of the campus. YWA accepts students from varied backgrounds, experiences, cultures, and achievement levels. ALL students can be successful and gain confidence at YWA through our administration, facilitator, and peer support systems.

Perceptions Strengths

YWA's culture is to ensure all students, parents, staff, and visitors feel accepted and welcomed. Daily structures and systems are in place to ensure students are aware of their own social emotional learning. YWA Administration also implements SEL with faculty and parents to ensure everyone is aware of strategies for supporting and guiding students with Parent Engagement, Tacos with Teran, and Coffee with the Principal Meetings. The campus Climate survey from students, parents, and staff has shown increases in their satisfaction with the program.

PBIS also helps to support the YWA culture to collaborate with students, parents and staff to ensure that our students have a positive experience at our campus and to help to continue building strong and confident problem solvers who display Trust, Respect, and Responsibility.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: : If YWA continues to provide exceptional customer service to students, parents, and staff, the community will be fully engaged to support all programs.
Root Cause: : A strong culture is fostered in systems and structures that are implemented and maintained with fidelity to include SEL and PBIS.

Problem Statement 2: Parent engagement is strong but there is room for improvement. **Root Cause:** Lack of having a PTA due to being a new campus.

Priority Problem Statements

Goals

Goal 1: Active Learning

El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Directly Supports:
Board Goals 1-3

Performance Objective 1: Curriculum and Instruction
By the end of the 2020-2021 school year, YWA overall will reach 90% Approaches, 60% Meets, and 30% Masters for all content areas and tested subjects.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Results
Campus and District Benchmarks

Strategy 1: Teachers will develop STEAM Problem/Project Based learning experiences that integrate math and ELA/literature curriculum with real-world connections within each unit/lesson, intervention/enrichment, and Workshop days. Teachers and students will use technology and other instructional materials during PBL implementation with teachers.	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Purchase library technology and supplies to be used by At-Risk, Economically disadvantage students to enhance the PBL curriculum in and out of the classroom.	85%			
Purchase drawstring bags/tote bags for students to carry instructional materials and predetermined supplies per student upon return to campus.				
Strategy's Expected Result/Impact: Increase in student achievement as measured on Teacher, Campus, District Benchmarks, and STAAR.				
Increase in student engagement as measured by Gallop Poll.				
Increase in STEAM interest and awareness as measured by YWA STEAM Interest Survey.				
Staff Responsible for Monitoring: Principal Dean of Operation Active Learning Leader Teachers				
Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

Funding Sources: Software Library - 211 ESEA Title I (Campus) - 211.12.6397.019.24.801.019 - $200, Reading Materials_2021 - 185 SCE (Campus) - 185.12.6329.019.30.000.019 - $3,000, General Supplies_CarryOver - 185 SCE (Campus) - 185.11.6399.019.30.019.019 - $1,500, General Supplies Library_CarryOver - 185 SCE (Campus) - 182.1.6399.019.30.019.019 - $3,657, Technology Equipment_Carry Over - 211 ESEA Title I (Campus) - 211.11.6395.019.24.019.019 - $33,997, Software Teacher - 211 ESEA Title I (Campus) - 211.13.6397.019.24.801.019 - $100, Technology Equipment Teacher - 211 ESEA Title I (Campus) - 211.13.6395.019.24.801.019 - $1,200, Software_Teacher_ Carry Over - 211 ESEA Title I (Campus) - 211.13.6397.019.24.019.019 - $0, Reading Materials - 211 ESEA Title I (Campus) - 211.11.6329.019.24.801.019 - $3,000, General Supplies Teacher PD - 211 ESEA Title I (Campus) - 211.13.6399.019.24.801.019 - $1,000, Technology Equipment_Library - 211 ESEA Title I (Campus) - 211.12.6395.019.24.801.019 - $5,000, Technology Equipment - 211 ESEA Title I (Campus) - 211.11.6395.019.24.801.019 - $5,000, General Supplies - 211 ESEA Title I (Campus) - 211.11.6399.019.24.801.019 - $6,064, Part Time services Tutoring_Carry Over - 211 ESEA Title I (Campus) - 211.11.6126.019.24.100.019 - $5,000, Technology Equipment Teacher_Carry Over - 211 ESEA Title I (Campus) - 211.13.6395.019.24.019.019 - $0, Library_Reading Materials Carroy Over - 185 SCE (Campus) - 185.12.6329.019.30.019.019 - $0, Technology Equipment_CarryOver - 185 SCE (Campus) - 185.12.6395.019.30.019.019 - $5,000, Other Payments_Teachers - 185 SCE (Campus) - 185.11.6117.019.30.100.019 - $8,150, Social Security - 185 SCE (Campus) - 185.11.6141.019.30.100.019 - $214, .55% TRS Care Surcharge - 185 SCE (Campus) - 185.11.6148.019.30.100.019 - $62, Other Employee Benefits - 185 SCE (Campus) - 185.11.6149.019.30.100.019 - $123, General Supplies_2021 - 185 SCE (Campus) - 185.11.6399.019.30.000.019 - $1,500, Reading Material_Admin_Carry Over - 211 ESEA Title I (Campus) - 211.23.6329.019.24.019.019 - $0, General Supplies_Carry Over - 211 ESEA Title I (Campus) - 211.11.6399.019.24.019.019 - $67, TRS Other Fringe - 185 SCE (Campus) - 185.11.6146.019.30.100.019 - $714, Other Payroll Payments_Teacher PD_Carry Over - 211 ESEA Title I (Campus) - 211.13.6117.019.24.019.019 - $6,500, Teacher Tutoring/Extra Duty - 211 ESEA Title I (Campus) - 211.11.6117.019.24.100.019 - $10,000, Fringes for Tutoring - 211 ESEA Title I (Campus) - 211.13.614* - $811, General Supplies Library - 211 ESEA Title I (Campus) - 211.12.6399.019.24.801.019 - $3,000, Fringes - 211 ESEA Title I (Campus) - 211.11.614* - $1,318, Reading Materials - 211 ESEA Title I (Campus) - 211.12.6329.019.24.801.019 - $4,000				

Strategy 2: Students will participate and attend various field trips to local STEAM community venues and other educational institutions to reinforce math and reading/literature concepts. This strategy may include student materials, instructional resources, entrance/registration fees.	**Reviews**			
	Formative			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase in student achievement as measured on Teacher, Campus, and District Benchmarks. Increase in student engagement as measured by Gallop Poll. Increase in STEAM interest and awareness as measured by YWA STEAM Interest Survey. Purchase online programs, misc contracted services, and web-based services to support virtual instruction. **Staff Responsible for Monitoring:** Dean of Operations Principal Active Learning Leader Counselor **Title I Schoolwide Elements:** 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 **Funding Sources:** Misc. Operating Cost - 211 ESEA Title I (Campus) - 211.11.6299.019.24.019.019 - $4,550, Misc. Operating costs - 185 SCE (Campus) - 185.11.6499.019.30.000.019 - $0, Misc. Operating Costs - 211 ESEA Title I (Campus) - 211.11.6499.019.24.801.019 - $5,000, Misc. Operating Cost_2021 - 211 ESEA Title I (Campus) - 211.11.6299.019.24.801.019 - $2,000	45%			

Strategy 3: Young Women's Academy Facilitators will participate in campus, district, and region sponsored online and face to face staff development opportunities to improve in the core areas. Staff development will support the building capacity of teachers based on their' needs to include: lesson planning, assessment, data analysis, best practices, differentiation, technology, intervention, culture, etc..	**Reviews**			
	Formative			**Summative**
	Nov	**Feb**	**Apr**	**June**
Purchase online programs, misc contracted services, and web-based services to support virtual instruction. **Strategy's Expected Result/Impact:** increase understanding of the needs of GT students. Increased opportunities for differentiated instruction to meet the needs of all learners. Increased student performance and mastery of concepts as measured on STAAR Assessments. **Staff Responsible for Monitoring:** Dean of Operations Principal **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **Funding Sources:** Misc. Contracted Services - 185 SCE (Campus) - 185.11.6299.019.30.000.019 - $550, Reading Material_Teacher PD - 211 ESEA Title I (Campus) - 211.13.6329.019.24.801.019 - $2,500, Misc. Operating Costs_Carry Over - 211 ESEA Title I (Campus) - 211.23.6499.019.24.019.019 - $0, Testing Materials-CarryOver Funds - 185 SCE (Campus) - 185.11.6339.019.30.019.019 - $3,500, Misc Contracted Services_CarryOver - 185 SCE (Campus) - 185.11.6299.019.30.019.019 - $0, Testing Materials_2021 - 185 SCE (Campus) - 185.11.6339.019.30.000.019 - $3,250	45%			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 1: Active Learning

El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Directly Supports:
Board Goals 1-3

Performance Objective 2: Young Women's Academy will maintain a 97% or better attendance rating during the 2020-2021 school year.

Targeted or ESF High Priority

Evaluation Data Sources: Six Weeks Attendance Reports
End of Year Attendance Report

Strategy 1: YWA will implement PBIS and SEL program to address and track any issues relating to discipline, attendance, resiliency, missed work, and being responsible.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Students will increase end of year attendance rating from 96.35% to 97%.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Dean of Operations Attendance Clerk Principal **Title I Schoolwide Elements:** 2.4, 2.4, 2.6, 2.6	85%			
	0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

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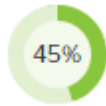
Directly Supports:
Board Goals 1-3

Performance Objective 3: Special Education students will increase academic performance in all areas by 25% in the Approaches, Meets, and Masters.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Results
Campus and District Benchmarks

Strategy 1: Special Education students will be provided Tier 3 instruction during Tier 3 Intervention to include Workshop Days, after school tutoring. The curriculum for Tier 3 will be presented through a variety of formats/activities., including guest speakers, field trips, substitutes, and online access to math and reading programs to reinforce mastery of concepts.	Reviews			
	Formative			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Special Education students will improve in their academic performance on STAAR, campus and district benchmarks. **Staff Responsible for Monitoring:** Dean of Operation Special Education Teacher Counselor **Title I Schoolwide Elements:** 2.4, 2.4, 2.5, 2.5 **Funding Sources:** Tutoring Support for Students - 185 SCE (Campus) - 185.11.6117.019.30.100.019, Fringes for Tutoring - 185 SCE (Campus) - 185.11.614*	45%			
0% No Progress 100% Accomplished ➡ Continue/Modify ❌ Discontinue				

Goal 1: Active Learning

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Directly Supports:
Board Goals 1-3

Performance Objective 4: LEP/ESL Goal:
LEP/ESL students will increase academic performance in all areas by 25% in the Approaches, Meets, and Masters.

> **Targeted or ESF High Priority**
>
> **Evaluation Data Sources:** STAAR Results
> Campus and District Benchmarks

Strategy 1: 1) English Language Learners will be provided Tier 3 instruction during Tier 3 Intervention to include Workshop Days, after school tutoring. The curriculum for Tier 3 will be presented through a variety of formats/activities., including guest speakers, field trips, substitutes, and online access to math and reading programs to reinforce mastery of concepts.	Reviews			
	Formative			Summative
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Student Achievement **Staff Responsible for Monitoring:** Dr. Ontiveros APs Active Learning Leader Content Coach **Title I Schoolwide Elements:** 2.4, 2.4, 2.6, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools	45%			
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Goal 1: Active Learning

El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.
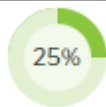
Directly Supports:
Board Goals 1-3

Performance Objective 5: Gifted and Talented
Gifted and Talented students will increase academic performance in the areas and will target 90/60/30 for Approaches, Meets, and Masters.

100% of Young Women's Academy teachers will become GT certified by the end of the school year 2020-2021.

   Targeted or ESF High Priority

   Evaluation Data Sources: STAAR Results
   Campus & District Benchmarks

Strategy 1: Young Women's Academy will provide enrichment opportunities during Flex Friday where students will target areas of need to show mastery of concepts. This includes Workshop Days, PBLs, Service Learning Projects, Field Trips, and mentoring opportunities.	**Reviews**			
	Formative			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase mastery across all subject areas as measured on STAAR assessments. Increase student engagement in STEAM/PBL activities. **Staff Responsible for Monitoring:** Dean Of Operations Principal Active Learning Leader Gifted & Talented **Title I Schoolwide Elements:** 2.5, 2.5	25%			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 1: Active Learning

El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.
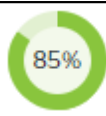
Directly Supports:
Board Goals 1-3

Performance Objective 6: By the end of the 2020-2021 school year, YWA overall data for At-Risk student population will increase by 25% in Approaches, Meets, and Master for all subject area tests.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Results
Campus and District Benchmarks

Strategy 1: YWA will implement a progress monitoring program with parents providing an intervention program for at-risk students reviewing after each 3 week grading period. Intervention will include tutoring, face to face or online through the use of technology software programs, PBLs, after school, field trips, and connection to community or real world contacts. Monitoring program will include counseling support.	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Increase in academic performance for at-risk students. **Staff Responsible for Monitoring:** Dean of Operations Principal Dean of Counseling and Student Culture **Title I Schoolwide Elements:** 2.4, 2.4, 2.5, 2.5, 2.6, 2.6, 3.1, 3.1, 3.2, 3.2 **Funding Sources:** General Supplies Counselor_CarryOver - 185 SCE (Campus) - 185.31.6399.019.30.019.019 - $3,000, General Supplies - 185 SCE (Campus) - 185.31.6399.019.30.000.019 - $2,537, Reading Materials Counselor_CarryOver - 185 SCE (Campus) - 185.31.6329.019.30.019.019 - $3,000, Tutoring Support for Students - 185 SCE (Campus) - 185.11.6126.019.30.100.019 - $6,500, Fringes Tutoring - 185 SCE (Campus) - 185.11.614*	80%			

Strategy 2: YWA will implement Social Emotional Learning for at-risk students through daily advisory (Family Time), Workshop Days, and Lunch time.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Increased student engagement, attendance, academic performance and positive report of school culture.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Dean of Counseling & School Culture Active Learning Leader Parent Engagement Leader Dean of Operations Principal Facilitators **Title I Schoolwide Elements:** 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 **Funding Sources:** Reading Materials - 211 ESEA Title I (Campus) - 211.12.6329.019.24.801.019, Miscellaneous - 211 ESEA Title I (Campus) - 211.11.6499	85%			

	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2: Great Community Schools

El Paso ISD will ensure that our students and community are served by effective employees in safe and supportive learning environments.

Performance Objective 1: Employee Retention and Recruitment - Goal
Young Women's Academy will maintain a 95% teacher/staff retention rate for the 2020-2021 school year.

Evaluation Data Sources: Total Number of Recruitment Events- participation
Sign-In Sheets
Number of Interviews

Strategy 1: YWA will participate in the UTEP and District sponsored teacher recruitment fair to identify high quality candidates	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Increased number of opportunities to identify viable candidates for possible FTE positions with YWA.	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Dean of Operations Principal **Title I Schoolwide Elements:** 2.6, 2.6	0%			

Strategy 2: YWA will implement a two-step interview process to identify qualified prospective candidates. Interview and modeling of lesson with students.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Increased number of qualified prospective candidates who are equipped to meet the needs of YWA students and program needs.	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Dean of Operations Principal **Title I Schoolwide Elements:** 2.6, 2.6	75%			

0% No Progress	100% Accomplished	➡ Continue/Modify	❌ Discontinue	

Goal 2: Great Community Schools

El Paso ISD will ensure that our students and community are served by effective employees in safe and supportive learning environments.

Performance Objective 2: Professional Development - Goal

Young Women's Academy will provide weekly opportunities for Facilitators to meet in subject/campus PLCs to plan PBLs/intervention/enrichment, review data/student work, reflect on work for improvement of craft, and self-selected staff development topics, meeting 2-3 times per week during the 2020-2021 school year.

Evaluation Data Sources: Completed Staff Development Sign-up Forms
Evaluations
Agendas
Sign-in Sheets
School Climate Survey

Strategy 1: YWA Facilitators will participate in same subject and campus PLCs to plan, develop assessments/intervention/enrichment, and to reflect on student work. Substitutes will be utilized for six planning events for teachers (Planning PD every six weeks for each teacher, or by request/need.)	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Increased student achievement as measured by STAAR and campus/district assessments. Improved communication as measured on the Campus Culture Survey. Increase Facilitator attendance rate. **Staff Responsible for Monitoring:** Dean of Operations Principal Active Learning Leader **Title I Schoolwide Elements:** 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 **Funding Sources:** Substitute Teachers/Profs - 211 ESEA Title I (Campus) - 211.11.6112.019.24.362.019 - $15,000, Social Security / Medicare - 211 ESEA Title I (Campus) - 211.11.6141.019.24.362.019 - $218	90%			

Strategy 2: YWA Facilitators, administration, staff, and Counselor will participate in all EPISD/Campus staff development sessions, Facilitator selected staff development sessions, and EPISD mandated sponsored staff development. Included in this strategy are the cost for substitutes and staff development materials.	**Reviews**			
	Formative			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased student achievement as measured by STAAR and campus/district assessments. Improved communication as measured on the Campus Culture Survey. Decrease in YWA student failure rates. Increase Facilitator attendance rate. Increase the implementation of critical friends protocol (2 per month) **Staff Responsible for Monitoring:** Dean of Operations Principal Active Learning Leader **Title I Schoolwide Elements:** 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 **Funding Sources:** Travel Subsistence Employee - 211 ESEA Title I (Campus) - 211.13.6411.019.24.801.019 - $8,000, Miscellaneous Operating Costs - 211 ESEA Title I (Campus) - 211.13.6499.019.24.801.019 - $1,000, Travel Subsistence Employee - 211 ESEA Title I (Campus) - 211.23.6411.019.24.801.019 - $5,000	90%			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2: Great Community Schools

El Paso ISD will ensure that our students and community are served by effective employees in safe and supportive learning environments.

Performance Objective 3: Discipline/PBIS/SEL/School Culture - Goal

Young Women's Academy will implement SEL/PBIS weekly/biweekly staff development/meetings during the school year to improve student discipline and maintain a positive school culture. YWA referrals will decrease by 50% during the 2020-2021 school year.

Implement SEL/PBIS

Evaluation Data Sources: Number of TEAMS Referrals
School Culture Survey
Attendance Rate
9wk Report Cards/Progress Report Cards

Strategy 1: Implementation of weekly SEL and PBIS focus lessons during Family Time, Lunch, and Flex Friday. This strategy includes curricular programs, instructional materials, substitutes, and fees/costs involved for attending field trips and conferences for students, facilitators, and parents.	Reviews			
	Formative			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase in attendance rate, academic performance, and decrease in discipline referrals. **Staff Responsible for Monitoring:** Dean of Operations Dean of Counseling & School Culture Principal Facilitators Parent Engagement Leader **Title I Schoolwide Elements:** 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** Travel Subsistence Employee - 211 ESEA Title I (Campus) - 211.11.6411.019.24.801.019	50%			
0% No Progress 100% Accomplished ➡ Continue/Modify ✗ Discontinue				

Goal 3: Lead with Character and Ethics

El Paso ISD will demonstrate fiscal and ethical responsibility as well as a deep commitment to service and support in all district operations.

Performance Objective 1: Budget Management - Goal

100% of Young Women's Academy facilitators, administrators, and staff will participate in mandated district fiscal and ethical responsibility trainings by the end of the 2020-2021 school year.

Evaluation Data Sources: Sign-In Sheets
Continuing Education Hours
Certificates

Strategy 1: Facilitators, administrators, and staff will participate in all district/campus staff development trainings, including self-selected tracings involving fiscal and ethical responsibility.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Increase knowledge and awareness of EPISD fiscal and ethical responsibility.	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Dean of Operations Principal Secretary Facilitators **Title I Schoolwide Elements:** 2.6, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals	90%			
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Goal 4: Family & Community Engagement

Community Partnerships El Paso ISD will maintain positive and productive partnerships with parents and state and community organizations to facilitate the success of all students.

Performance Objective 1: Family Engagement- Goal Young Women's Academy will increase parental involvement by 30% for the 2020-2021 school year.

 Evaluation Data Sources: Parent Engagement Surveys 2020-2021 School Climate Survey Sign-In Sheets Agendas and Evaluations.

Strategy 1: YWA will host 2 parent Academies/School Wide EVENTS during the 2020-2021 school year to promote PBLs, STEAM, and College & Career Awareness.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Parent engagement and participation will increase.	Nov	Feb	Apr	June
Parent awareness and support of STEAM careers/opportunities will increase. **Staff Responsible for Monitoring:** Principal Dean of Operations Parent Engagement Leader Dean of Counseling & School Culture Facilitators **Title I Schoolwide Elements:** 2.6, 3.1, 3.2 - **TEA Priorities:** Connect high school to career and college **Funding Sources:** Reading Materials Parents - 211 ESEA Title I (Campus) - 211.61.6329.019.24.801.019 - $500	100%	100%	100%	

Strategy 2: Parent Engagement Leader will host two or more monthly meetings to engage parents in their student's education and to support parents' personal/professional learning, including access to technology.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Increase parent engagement & participation in their daughters academic and college & career planning.	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Parent Engagement Leader Dean of Operations Dean of Counseling & School Culture Principal Facilitators **Title I Schoolwide Elements:** 2.5, 2.5, 2.6, 2.6, 3.1, 3.1, 3.2, 3.2 - **TEA Priorities:** Connect high school to career and college **Funding Sources:** Technology Equipment - 211 ESEA Title I (Campus) - 211.61.6395.019.24.801.019 - $1,200, Software - 211 ESEA Title I (Campus) - 211.61.6397.019.24.801.019 - $100, General Supplies - 211 ESEA Title I (Campus) - 211.61.6399.019.24.801.019 - $2,000, Miscellaneous Operating Costs - 211 ESEA Title I (Campus) - 211.61.6499.019.24.801.019 - $1,000	100%	100%	100%	

	Reviews			
Strategy 3: Parents will be invited to participate in PBL implementation in the classroom, field trips, and other STEAM related events.	**Formative**			**Summative**
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Increase in parent engagement and participation in school activities. **Staff Responsible for Monitoring:** Parent Engagement Leader Dean of Operations Dean of Counseling & School Culture Principal Facilitators **Title I Schoolwide Elements:** 2.5, 2.5, 2.6, 2.6, 3.1, 3.1, 3.2, 3.2 - **TEA Priorities:** Build a foundation of reading and math	20%			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Title I, Part A Campus Improvement Plan for Young Women's Steam Research & Preparatory Academy is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the Local Educational Agency (LEA).

Sec. 1114(b)(6)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Young Women's Steam Research & Preparatory Academy"s CIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators, the local educational agency, present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, and other individuals determined by the school. Sec. 1114(b)(1-5)

2.2: Regular monitoring and revision

Young Women's Steam Research & Preparatory Academy's CIP remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students* are provided opportunities to meet the challenging State academic standards. Sec. 1114(b)(3)

* including students in subgroups defined as economically disadvantaged, from major racial and ethnic groups, students with disabilities, and English learners (ESSA Section 1111(c)(2))

* as well as "at-risk" students [TEC 42.152 (d) (Compensatory Education Allotment) The agency shall evaluate the effectiveness of accelerated instruction and support programs provided under TEC 29.081 (Compensatory, Intensive, and Accelerated Instruction) for students at risk of dropping out of school.]

2.3: Available to parents and community in an understandable format and language

Young Women's Steam Research & Preparatory Academy's CIP is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. Sec. 1114(b)(4)

2.4: Opportunities for all children to meet State standards

Schoolwide Reform Strategies: Sec. 1114(b)(7)(A)(i-iii) Schoolwide Reform Strategies that the school will be implementing to address school needs, including a description of how such strategies:

Young Women's Steam Research & Preparatory Academy will provide opportunities for all children, including each of the subgroups of students (economically disadvantage students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c)(2)]) to meet the challenging State academic standards

2.5: Increased learning time and well-rounded education

Young Women's Steam Research & Preparatory Academy will use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

2.6: Address needs of all students, particularly at-risk

Young Women's Steam Research & Preparatory Academy will address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standard

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Sec. 1116(a)(2) and Sec. 1116(2)(c)(2) Campuses shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the following requirements. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

To ensure effective involvement of parents and to support a partnership among the school involved, parents and the community to improve student academic achievement, each school and local education agency shall Provide assistance to parents to understand the State's academic standards, the State and local assessment standards and how to work with educators to improve their child's achievement.

Young Women's Steam Research & Preparatory Academy will:

provide materials and training to help parents work with their child, such as literacy and technology training.

Educate teachers, principals, and other staff, with the assistance of parents, in the value and utility of the contribution of parents and how to communicate with and work with parents and equal partners.

In so far as feasible, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs.

Provide information to families in a uniform format, and to the extent practicable, in a language parents can understand. Provide reasonable support for family engagement activities.

3.2: Offer flexible number of parent involvement meetings

Young Women's Steam Research & Preparatory Academy shall offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided by Title I, Part A, transportation, child care, or home visits, as such services relate to parental involvement. (Note: Services must be in accordance with District policy.)

2020-2021 Campus Improvement Team

Committee Role	Name	Position
Administrator	Cynthia Ontiveros	Principal
Administrator	Cristina Kapuscik	Dean of Operations
District-level Professional	Sarah Escandon	Active Learning Leader
Classroom Teacher	Pedro Delgado	Teacher
Classroom Teacher	Phenicia Massaquoi	Teacher
Community Representative	Gilbert Moreno	Community
Parent	David Kukkola	Parent
Business Representative	Joe Meza	Business
Counselor	Hillary Sanders	Counselor

Campus Funding Summary

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
**185 SCE (Campus)**				
1	1	1	Reading Materials_2021	185.12.6329.019.30.000.019	$3,000.00
1	1	1	General Supplies_CarryOver	185.11.6399.019.30.019.019	$1,500.00
1	1	1	General Supplies Library_CarryOver	182.1.6399.019.30.019.019	$3,657.00
1	1	1	Library_Reading Materials Carroy Over	185.12.6329.019.30.019.019	$0.00
1	1	1	Technology Equipment_CarryOver	185.12.6395.019.30.019.019	$5,000.00
1	1	1	Other Payments_Teachers	185.11.6117.019.30.100.019	$8,150.00
1	1	1	Social Security	185.11.6141.019.30.100.019	$214.00
1	1	1	.55% TRS Care Surcharge	185.11.6148.019.30.100.019	$62.00
1	1	1	Other Employee Benefits	185.11.6149.019.30.100.019	$123.00
1	1	1	General Supplies_2021	185.11.6399.019.30.000.019	$1,500.00
1	1	1	TRS Other Fringe	185.11.6146.019.30.100.019	$714.00
1	1	2	Misc. Operating costs	185.11.6499.019.30.000.019	$0.00
1	1	3	Misc. Contracted Services	185.11.6299.019.30.000.019	$550.00
1	1	3	Testing Materials-CarryOver Funds	185.11.6339.019.30.019.019	$3,500.00
1	1	3	Misc Contracted Services_CarryOver	185.11.6299.019.30.019.019	$0.00
1	1	3	Testing Materials_2021	185.11.6339.019.30.000.019	$3,250.00
1	3	1	Tutoring Support for Students	185.11.6117.019.30.100.019	$0.00
1	3	1	Fringes for Tutoring	185.11.614*	$0.00
1	6	1	General Supplies Counselor_CarryOver	185.31.6399.019.30.019.019	$3,000.00
1	6	1	General Supplies	185.31.6399.019.30.000.019	$2,537.00
1	6	1	Reading Materials Counselor_CarryOver	185.31.6329.019.30.019.019	$3,000.00
1	6	1	Tutoring Support for Students	185.11.6126.019.30.100.019	$6,500.00
1	6	1	Fringes Tutoring	185.11.614*	$0.00
				**Sub-Total**	$46,257.00
				**Budgeted Fund Source Amount**	$46,257.00
				**+/- Difference**	$0.00

			211 ESEA Title I (Campus)		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Software Library	211.12.6397.019.24.801.019	$200.00
1	1	1	Technology Equipment_Carry Over	211.11.6395.019.24.019.019	$33,997.00
1	1	1	Software Teacher	211.13.6397.019.24.801.019	$100.00
1	1	1	Technology Equipment Teacher	211.13.6395.019.24.801.019	$1,200.00
1	1	1	Software_Teacher_ Carry Over	211.13.6397.019.24.019.019	$0.00
1	1	1	Reading Materials	211.11.6329.019.24.801.019	$3,000.00
1	1	1	General Supplies Teacher PD	211.13.6399.019.24.801.019	$1,000.00
1	1	1	Technology Equipment_Library	211.12.6395.019.24.801.019	$5,000.00
1	1	1	Technology Equipment	211.11.6395.019.24.801.019	$5,000.00
1	1	1	General Supplies	211.11.6399.019.24.801.019	$6,064.00
1	1	1	Part Time services Tutoring_Carry Over	211.11.6126.019.24.100.019	$5,000.00
1	1	1	Technology Equipment Teacher_Carry Over	211.13.6395.019.24.019.019	$0.00
1	1	1	Reading Material_Admin_Carry Over	211.23.6329.019.24.019.019	$0.00
1	1	1	General Supplies_Carry Over	211.11.6399.019.24.019.019	$67.00
1	1	1	Other Payroll Payments_Teacher PD_Carry Over	211.13.6117.019.24.019.019	$6,500.00
1	1	1	Teacher Tutoring/Extra Duty	211.11.6117.019.24.100.019	$10,000.00
1	1	1	Fringes for Tutoring	211.13.614*	$811.00
1	1	1	General Supplies Library	211.12.6399.019.24.801.019	$3,000.00
1	1	1	Fringes	211.11.614*	$1,318.00
1	1	1	Reading Materials	211.12.6329.019.24.801.019	$4,000.00
1	1	2	Misc. Operating Cost	211.11.6299.019.24.019.019	$4,550.00
1	1	2	Misc. Operating Costs	211.11.6499.019.24.801.019	$5,000.00
1	1	2	Misc. Operating Cost_2021	211.11.6299.019.24.801.019	$2,000.00
1	1	3	Reading Material_Teacher PD	211.13.6329.019.24.801.019	$2,500.00
1	1	3	Misc. Operating Costs_Carry Over	211.23.6499.019.24.019.019	$0.00
1	6	2	Reading Materials	211.12.6329.019.24.801.019	$0.00
1	6	2	Miscellaneous	211.11.6499	$0.00
2	2	1	Substitute Teachers/Profs	211.11.6112.019.24.362.019	$15,000.00
2	2	1	Social Security / Medicare	211.11.6141.019.24.362.019	$218.00

_	_	_	211 ESEA Title I (Campus)	_	_
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	2	Travel Subsistence Employee	211.13.6411.019.24.801.019	$8,000.00
2	2	2	Miscellaneous Operating Costs	211.13.6499.019.24.801.019	$1,000.00
2	2	2	Travel Subsistence Employee	211.23.6411.019.24.801.019	$5,000.00
2	3	1	Travel Subsistence Employee	211.11.6411.019.24.801.019	$0.00
4	1	1	Reading Materials Parents	211.61.6329.019.24.801.019	$500.00
4	1	2	Technology Equipment	211.61.6395.019.24.801.019	$1,200.00
4	1	2	Software	211.61.6397.019.24.801.019	$100.00
4	1	2	General Supplies	211.61.6399.019.24.801.019	$2,000.00
4	1	2	Miscellaneous Operating Costs	211.61.6499.019.24.801.019	$1,000.00
				Sub-Total	$134,325.00
				Budgeted Fund Source Amount	$134,325.00
				+/- Difference	$0.00
				Grand Total	$180,582.00

Addendums